LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sonoma Charter School
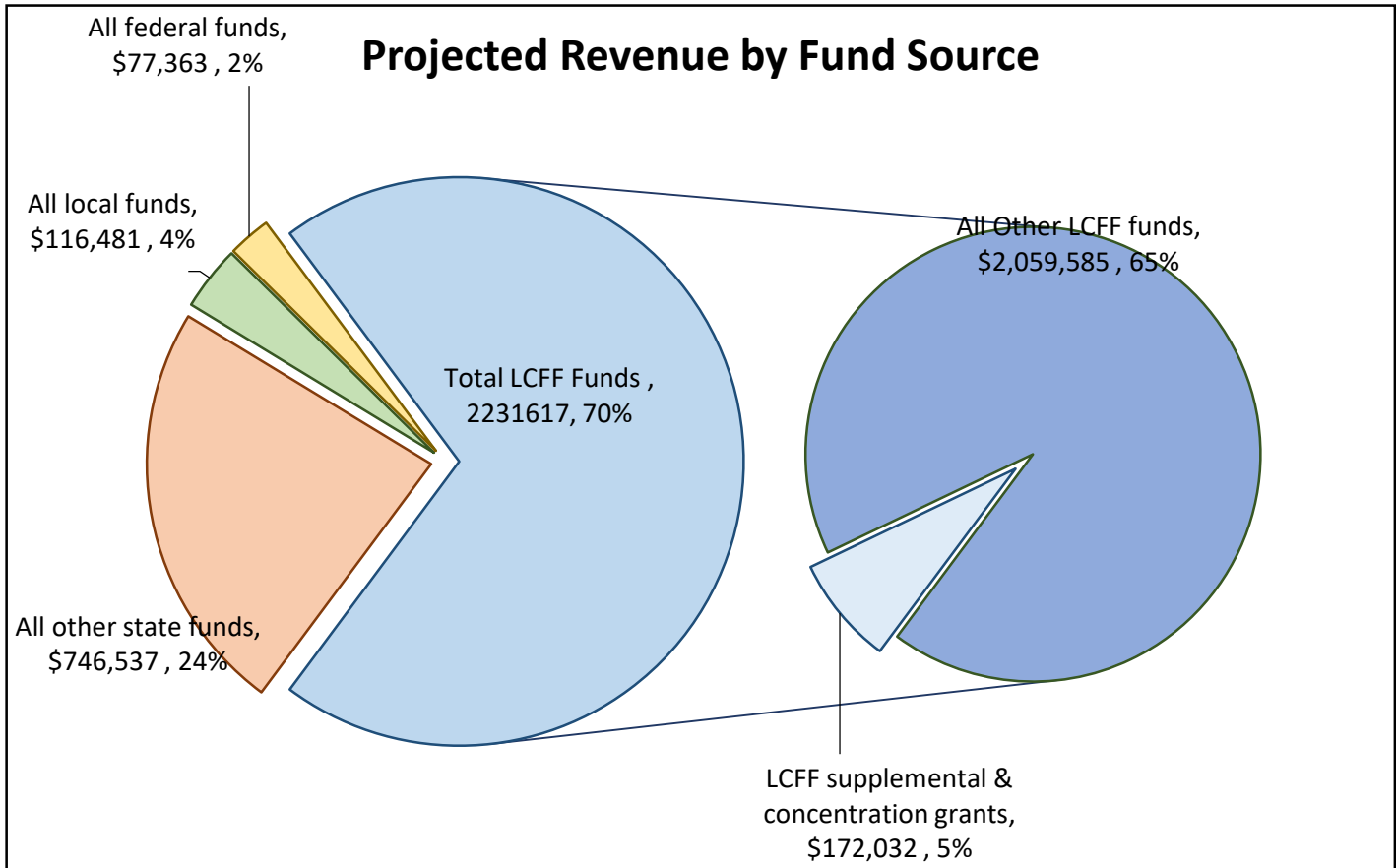
CDS Code: 49 70953 6111678

School Year: 2022 – 23

LEA contact information: Catherine Stone. cstone@scs.k12.ca.us. (707) 935-4232

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

All federal funds, $77,363 , 2%

All local funds, $116,481 , 4%

All Other LCFF funds, $2,059,585 , 65%

Total LCFF Funds , 2231617, 70%

All other state funds, $746,537 , 24%

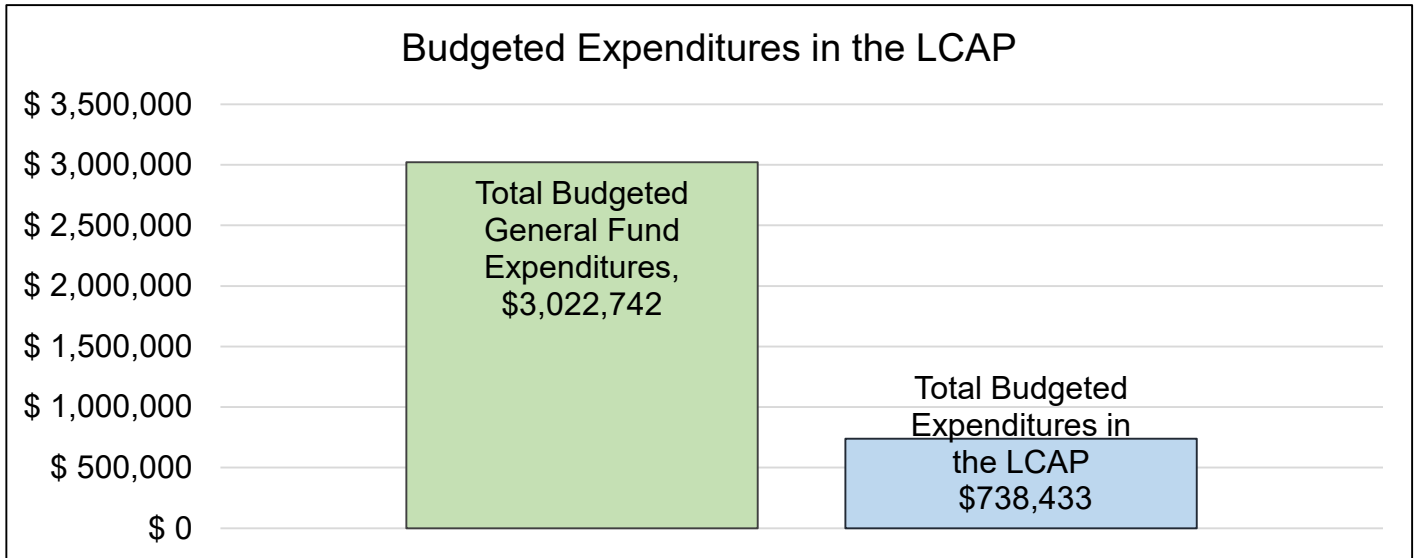LCFF supplemental & concentration grants, $172,032 , 5%

This chart shows the total general purpose revenue Sonoma Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sonoma Charter School is $3,171,998.00, of which $2,231,617.00 is Local Control Funding Formula (LCFF), $746,537.00 is other state funds, $116,481.00 is local funds, and $77,363.00 is federal funds. Of the $2,231,617.00 in LCFF Funds, $172,032.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $3,022,742

Total Budgeted Expenditures in the LCAP $738,433

This chart provides a quick summary of how much Sonoma Charter School plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sonoma Charter School plans to spend $3,022,742.00 for the 2022 – 23 school year. Of that amount, $738,433.00 is tied to actions/services in the LCAP and $2,284,309.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
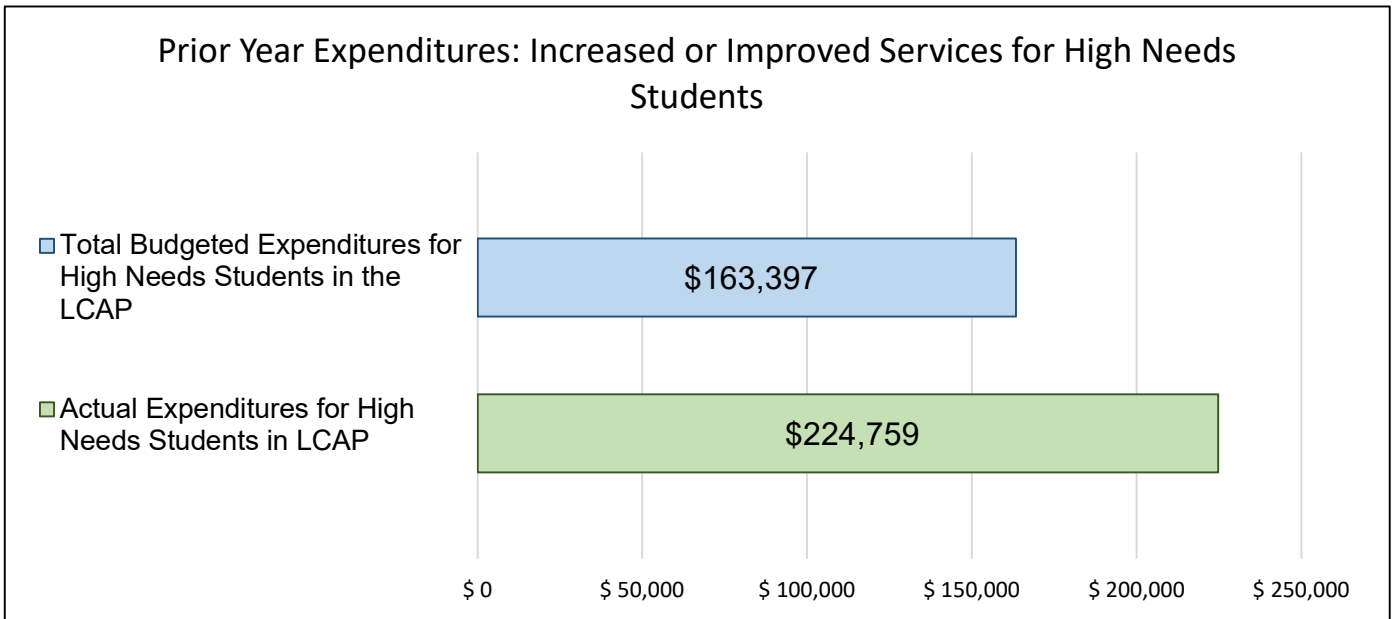
The balance of funds not specifically targetted in the LCAP primarily cover teacher salaries and benefits, special education staff, repairs and maintenance, and other operational costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Sonoma Charter School is projecting it will receive $172,032.00 based on the enrollment of foster youth, English learner, and low-income students. Sonoma Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Sonoma Charter School plans to spend $190,460.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $163,397

☐ Actual Expenditures for High Needs Students in LCAP — $224,759

$ 0 — $ 50,000 — $ 100,000 — $ 150,000 — $ 200,000 — $ 250,000

This chart compares what Sonoma Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sonoma Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Sonoma Charter School's LCAP budgeted $163,397.00 for planned actions to increase or improve services for high needs students. Sonoma Charter School actually spent $224,759.00 for actions to increase or improve services for high needs students in 2021 – 22.

Local Control and Accountability Plan (LCAP)

Four Goal Areas:

1) **Increase Academic Achievement for All Students**
- Intervention Staff...$115,000
- ELOP After-School Intervention.............................$109,433
- K-3 Teaching Assistants $159,000
- Professional Development ....$ 50,000

2) **Technology-based Learning and Reporting**
- Computer Hardware (e-learning grant)....................$ 94,000
- Computer Software (renew licenses)......................$ 35,000

3) **Culture & Climate (Safe and Engaging Environments)**
- Attendance & Welfare (portion of salary) ....$ 15,000
- School Counselor (contracted service)........................$ 25,000
- Student Support Coordinator ....$ 40,000
- Extra- & Co-Curricular including Arts Program $117,000

4) **Increase Parent Involvement and Communication**
- Communication (enhance school website/parent outreach) ......$ 5,000
- Community Liaison Office Position ....$ 36,000

Local Control and Accountability Plan (LCAP)

Given increasing focus on LCAPs across the state, CSDC encourages charter schools to continue strengthening understanding of the LCAP's compliance requirements and strategic aims. The annotations in this template are intended to support creation of a compliant LCAP that reflects the overriding objective of the Local Control Funding Formula, to close the gap for "high needs" students. The annotations aim to reflect guidance provided by the California Department of Education (CDE) and other best practices. Refer to the instructions following the template for complete guidance.

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sonoma Charter School	Marc Elin, Director	melin@scs.k12.ca.us (707) 935-4232

Plan Summary 2022-23

The Plan Summary can provide a helpful overview to readers. The length of most LCAPs make it challenging for readers to grasp the charter school's context and strategy, and most readers will not read the entire LCAP. This section can help convey the school's strategic thinking. The CDE advises that this narrative "should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP."

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Instructions: ...For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Sonoma Charter School (SCS) was founded in February 1993 (state charter number #009) by a group of Sonoma Valley parents, teachers and community members who were seeking an alternative educational opportunity that could serve the families within Sonoma Valley and the surrounding areas.

The school serves students in grades TK-8 and prides itself in the philosophy of offering an engaging and rigorous teacher created curriculum that was project-based, thematic and integrated across the core academic subjects. SCS also emphasized visual and performing arts as an essential component of the curriculum at every grade level.

Sonoma Valley Unified School District (SVUSD) is the authorizer of SCS' charter and has continued to provide use of a SVUSD school property as the SCS campus. Due to facility constraints, total enrollment is limited to 230 students with a lottery method used to select new enrollment each year. SVUSD has maintained a close and supportive working relationship with SCS through the years.

LCAP Highlights

The school remains committed to the four Goals established in past versions of the LCAP:

• Goal 1: Increase Academic Achievement for All Students

• Goal 2: Technology-Based Learning and Reporting

• Goal 3: Culture & Climate (Safe and Engaging Environments)

• Goal 4: Increase Parent Involvement and Communication

All stakeholder groups expressed desire to create a plan that included academic and social-emotional support for students and staff. The 2021-22 LCAP introduced a variety of support for the SCS community.

The school's instructional focus is providing Multi-Tier Systems of Support (MTSS) during the school day for all students. Additional teacher specialists have been hired as part of a coordinated MTSS model that includes general education and special education staff. Specific intervention time blocks for elementary and secondary grades are built into the school's master schedule. Intervention and classroom teachers will work to identify and place all students into the appropriate level of intervention:

• Tier-1 intervention delivered by classroom teachers and support staff.

• Tier-2 intervention includes intervention teachers and support staff push into classrooms

• Tier-3 intervention features targeted remedial instruction in a pull-out model).

Monitoring intervention efforts for all student groups with performance data will be a critical component of the new MTSS model.

Additional forms of support in the LCAP include:

• Classroom Teaching Assistant in grade K-3 (expanded to all-day)

• Intervention Specialists (new positions)

• Student Support Coordinator (new position)

• Bilingual Community Liaison (restored position)

• School Counselor (continued position)

• Professional development (continued for all levels of staff)

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts. *If the charter school has not been identified for CSI, enter "None" and move to next section*

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

From the instructions for charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Instructions: Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups .... A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Guidance: Ensure that the description addresses consultation in some form with every stakeholder group named above. Strong stakeholder consultation may reflect some of these attributes:
- *Multiple ways to communicate opportunities to engage*
- *A variety of ways to engage*
- *Concerted effort to engage each group appropriately*
- *Data used in outreach is comprehensible, accurate, and appropriately detailed*
- *Outreach to underrepresented groups*
- *Input reflected in all sections of LCAP*

Development of the Re-Entry Plan for Safe On-Campus Instruction has been an ongoing topic for all levels of staff meetings at the school. School Instruction and Re-Entry Planning was a permanent topic at all staff gatherings where ideas, options, survey results, and revisions were reported and discussed.

Sonoma Charter's Governing Board has overseen the development of the school's comprehensive Re-Entry Plan for Safe On-Campus Instruction. Parent/Staff Surveys were used throughout the development process to measure opinion as the school adjusted the Re-Entry Plan based on changing COVID-19 conditions and guidelines reported by county and state agencies. Outreach to parents and staff throughout the process included many community meetings and multiple surveys (see below).

- August 21, 2021
- August 30, 2021
- September 13, 2021
- October 9, 2021
- October 13, 2021
- November 17, 2021
- December 4, 2021
- December 15, 2021
- January 19, 2022
- February 16, 2022
- March 9, 2022
- March 30, 2022
- April 13, 2022
- April 27, 2022
- May 11, 2022
- June 8, 2022

Parents expressed concerns related to emotional effects on their children (i.e., low motivation, depression, and learning loss) from being away from school and peers during the prolonged distance-learning mode.

Staff emphasized need to develop strong and consistently administered Re-Entry Plan to ensure the health and safety for all. Transitioning to the different instructional modes (distance-learning, hybrid, and the eventual return to on-campus learning) was difficult and challenging. Students out from school due to Close-Contact/COVID situations affected management and delivery of instruction.

All stakeholder groups expressed desire to create a plan that included academic and social-emotional support for students and staff. The 2021-22 LCAP introduced a variety of support for the SCS community including:

• Implementing coordinated Intervention Program designed to serve all students.

• Maintaining Teaching Assistants in grades K-3.

• Restoring Student and Parent Support positions.

• Maintaining School Counselor position.

Goals & Actions

Guidance. To assist LEAs, the instructions to the 2020 LCAP Template distinguish three types of goals: focus goals, broad goals, and maintenance of progress goals. The template does not call for LEAs to identify the goal type, but the instructions indicate how the description and explanation differ for each goal type.

Focus Goal: A prioritized goal that addresses areas of need that may require a more intensive approach.
Describe a specific goal, reference metric(s) specifically, and state a time frame for achieving the goal.

Broad Goal: While specific enough to be measurable, many different metrics – quantitative and qualitative – may measure progress.
Describe what the LEA plans to achieve through the included actions.

Maintenance of Progress Goal: Captures priorities not addressed in other goals, that are not a focus of implementation efforts but will be monitored. Describe how progress will be maintained through the actions.

Measuring and Reporting Results

Instructions: Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the LCAP.

Actions

Guidance: In the far right column ("Contributing Y/N"),LEAs must determine if planned actions are:

• Contributing to meeting the "Increased or Improved Services Requirement." These improve how the program serves high needs student groups – English Learners, Socioeconomically Disadvantaged, and Foster Youth.

• Not contributing to the requirement. Broadly, these are services required to operate a core program, if students did not bring the higher needs associated with the above student subgroup classifications.

All of the actions identified as "contributing" must increase/improve services in "proportion" to the total amount of supplemental and concentration funding generated by the students. "Increase" refers to quantity. "Improve" refers to quality – providing a service better, but not necessarily at greater expense. LEAs demonstrate how they meet the proportionality requirement in the following section, by providing rationales for how "contributing" actions collectively meet the proportionality requirement.

For some actions or services, it can be difficult to determine which placement is appropriate. The determination may be more straightforward when services are targeted to one or more high needs group. In many cases, though, services touch all students but are especially beneficial to the high needs student groups. Schools with a high proportion of socioeconomically disadvantaged population often find it particularly challenging to make these distinctions, since the entire program is often geared to the needs of high needs.

What, exactly, counts as "services"? Per Ed Code Section 42238.07, "services" include but are not limited to services associated with the delivery of instruction, administration, facilities, pupil support services, technology, and other general infrastructure necessary to operate and deliver educational instruction and related services.

Total Funds. This column connects budgeted expenditures to actions and services. Since the "Contributing Y/N" prompt forces categorization of actions as contributing to the proportionality requirement or not, the budgeted amounts then also become linked to that categorization. Note that the "proportionality" requirement is not a spending requirement. Services can be improved without necessarily costing more. Still, it may be important to maximize expenditures on high needs students. It is generally desirable to show how the LEA upholds the spirit of LCFF, including the purpose of the funding. The purpose of LCFF Supplemental and Concentration funding is to support the needs of those students (English learner, low-income, or foster youth.), and key stakeholders have reason to be concerned about that purpose. Accordingly, these expenditures are a focus of the Budget Overview for Parents. The amounts listed in these prompts feed into that document. If expenditures on actions and services for high needs students are less than funding generated by those students, the Budget Overview for Parents document will prompt for an explanation as to why not.

The rules are not hard and fast, but it is important to offer justifications that are reasonable, where there is room for differing interpretations.

Goal #	Description
Goal #1	**Increase Academic Achievement for All Students**

An explanation of why the LEA has developed this goal.

Ensure incremental growth for all students with an emphasis on closing the achievement gap for all subgroups including English language learners, students from socioeconomically disadvantaged backgrounds, and students with exceptional needs.

State Priorities: 1, 2, 4

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR Reading – 3rd grade percent at grade level or above	2018-2019 No data	2019-2020 48%	2020-2021 73%	2021-2022 77%	80%
STAR Math – 3rd grade percent at grade level or above	No data	60%	68%	76%	80%
English Learners – Percent Making Progress towards English Language Proficiency	60% of English Learners made progress toward proficiency.	N/A COVID-19 (No Dashboard)	N/A COVID-19 (No Dashboard)	86% of English Learners made progress toward proficiency.	90% of English Learners will make progress towards Proficiency
English Language Proficiency per Dashboard (CDE) All students	Yellow – increased 10.7 points, 7.5 points below standard (Green)	N/A COVID-19 (No Dashboard)	N/A COVID-19 (No Dashboard)	*No data yet*	Growth of 10 points above 2022 level on Dashboard
Math Proficiency per Dashboard (CDE) All students	Yellow – Increased 26.8 points, 37.6 points below standard	N/A COVID-19 (No Dashboard)	N/A COVID-19 (No Dashboard)	*No data yet*	Growth of 10 points above 2022 level on Dashboard

Goal #1 Actions for 2022-23

Action #	Title	Description	Total Funds	Contributing
1	**Intervention Staff**	1.0 FTE Certificated Intervention Teacher and Teaching Assistant to provide targeted instruction to Tier 2 & 3 identified students.	$115,000	Yes
2	**After-School Intervention**	Support Staff to provide after-school intervention.	$109,433	Yes
3	**Teaching Assistants (TK-3)**	Full-day Teaching Assistants for primary grade classrooms (TK-K-1-2-3).	$159,000	Yes
4	**Professional Development**	**Professional Development to support:** • ELA, Math, Science • Social-Emotional Learning includes use of Second-Step Curriculum • Data-informed practices that includes setting targeted performance goals, creating differentiated instructional plans, and targeted intervention designed to support all students.	$50,000	Yes

Goal #	Description
Goal #2	**Technology-based Learning and Reporting**

An explanation of why the LEA has developed this goal.

- Equity, Access, and Mastery in digital learning environments for staff, students, and parents.
- Refinement in the use of supplemental online learning as part of the ELA and math programs.
- Develop professional practices around use of technology for standards-based goal-setting and progress reporting.

State Priorities: 1, 2, 3, 4, 6

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Equipment to student ratio of devices. Goal of 100% of students have a computing device (1 to 1 ratio).	2018-19 85% of students have computing devices	2019-20 100% of students have computing devices	2020-2021 100% of students have computing devices	2021-22 100% of students have computing devices	Maintain 1 to 1 ratio of students to computing devices.
All students in 2nd-8th grades will be able to access and use supplemental online learning independently	75% of students in 2nd-8th grades are able to access and use supplemental online learning independently	100% of students in 2nd-8th grade are able to access and use supplemental online learning independently	100% of students in 2nd-8th grade are able to access and use supplemental online learning independently	100% of students in 2nd-8th grade are able to access and use supplemental online learning independently	100% of students in 2nd-8th grade will be able to access and use supplemental online learning independently

Goal #2 Actions for 2022-23

Action #	Title	Description	Total Funds	Contributing
1	**Technology:** **Hardware**	**Equity & Access through Technology:** • Maintain high-speed Internet access through the SCOE consortium ($6,000) and purchase additional computing devices to maintain a 1:1 environment for all learners. • Technology assistance to promote equity/access will be made available for students and families. Outreach efforts to include option for students to take computing device home should family not have home-based technology access.	$94,000	Yes
2	**Technology:** **Software**	School will continue its ongoing commitment to providing all students access to supplemental online learning programs. The programs are now used for Local Assessment Universal Assessment Screener (STAR Reading and Adaptive Diagnostic Assessment of Mathematics) to establish grade-level proficiency scores as well as programs to build concept/skills in English (Lexia Reading for grades K-3) and math (DreamBox for all grades and Reflex Math for grades 2-4). Use of the online learning software is supplementary to the core curriculum in ELA and math.	$35,000	Yes

Goal #	Description
Goal #3	**Culture & Climate (Safe and Engaging Environments)**

An explanation of why the LEA has developed this goal.

Provide a safe learning environment that meets the intellectual, social, emotional, and physical needs of all students and staff.

State Priorities: 1, 3, 5, 6

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	2018-19 95%	2019-20 *pandemic adjustment*	2020-21 *pandemic adjustment*	2021-22 *pandemic adjustment*	95%
Counselor on-site 2 days per week	**Counselor** on-site 2 days per week	**Counselor** on-site 2 days per week	0.0 FTE *Unable to hire Counselor*	0.0 FTE *Unable to hire Counselor*	**Counselor** on-site 2 days per week
Student Support Coordinator provides daily service for all students	**Student Support Coordinator** provides daily service for all students	**Student Support Coordinator** provides daily service for all students until COVID shutdown	**Student Support Coordinator** provided support for students in the Tier-3 pod during COVID shutdown, then resumed service to all students when students returned	**Student Support Coordinator** provided daily service for all students, developed new playground and lunchtime guidelines, wrote parent/student handbook	Student Support Coordinator will continue to be funded to provide daily service for all students
Extra- and Co-Curricular	Fine arts classes, drama, music, and athletics provided	Fine arts and Fall athletics provided before COVID-19 shutdown	Art was provided in the online learning environment due to COVID-19	Fine arts, music, drama, and athletics provided	Fine arts, music, drama, and athletics will be provided

Goal #3 Actions for 2022-23

Action #	Title	Description	Total Funds	Contributing
1	**Attendance and Welfare**	Student Attendance & Engagement Promote opportunities and incentives to increase attendance rates. • Independent Study Opportunities • Attendance Letters Mailed Home • School Attendance Review Team (SART) • School Attendance Review Board (SARB) • Family intervention efforts through the school's Community Liaison	$15,000	Yes
2	**School Counselor**	**School Counselor** (2 days per week)	$25,000	Yes
3	**Student Support Coordinator**	**Student Support Coordinator (SSC)** is a new support staff position created to support Director, Teachers, and Parents find academic and/or behavior success for all students. Behavior Intervention efforts and alternative means of correction used by staff are intended to build student resiliency and engagement in school while limiting the need for student suspensions. SSC also serves as the lead Teaching Assistant.	$40,000	Yes
4	**Extra- and Co-Curricular**	**Extra-Curricular Programs** includes Athletics and Student Leadership Activities. Co-Curricular Programs include Fine Arts, Music, and Performing Arts. Related costs for these programs include coaching stipends, athletic league fees, Athletic Director stipend, Arts Director salary, music and performing arts Coaches, materials and supplies	$117,000	No

Goal #	Description
Goal #4	**Increase Parent Involvement and Communication**

An explanation of why the LEA has developed this goal.

- To improve communication among all employees within the school.
- To increase parent knowledge and participation in their child's education.
- To increase participation of the business community to support school programs.
- To increase the awareness in the community of the foundations and organizations that support student programs.

State Priorities: 3, 5, 6

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Community Liaison hired to improve communication with families	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
School Website	Generic online website	Generic online website	Website improved for accessibility and increased communication	Website maintained	Website will be enhanced to provide more easily accessible information.
Publishing newsletters and updates for parents. Use of SIS (SchoolWise) to communicate attendance and grades.	Included color newsletter Provider stopped providing necessary services, SchoolWise license purchased.	Color newsletter continued. Went online to provide more essential info Piloted use of SchoolWise parent portal in 7/8	Continued with online communication of essential information during COVID-19 shutdown	Color newsletter continued online along with COVID-19 related essential information.	Continue color newsletter and online information to communicate with all families SchoolWise parent portal in use in grades 1-8.
Daily Updates for Staff					

Goal #4 Actions for 2022-23

Action #	Title	Description	Total Funds	Contributing
1	**Communication**	Maintaining active school communication with appropriate resources and support that includes online school links (ParentSquare), SCS Website, SchoolWise, and hosting parent/community events.	$ 5,000	No
2	**Community Liaison**	Community Liaison is a new support staff position designed to assist all families in all languages (English & Spanish) become more engaged and successful in the varied functions of school. The Community Liaison position plays an important academic support role in assisting parents in becoming home literacy coaches as part of the school's new language arts program. In addition, the Liaison helps manage intervention efforts with families related to school attendance, welfare, academic progress, and social-emotional behavior.	$36,000	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

In this section of the LCAP, LEAs describe (1) their plans to increase or improved services for its unduplicated students as compared to all students and (2) how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$ 172,032	$ 0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected <u>Percentage to Increase or Improve Services</u> for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.73 %	0 %	$ 0.00	8.73 %

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The increased services for these targeted subgroups include additional staffing, supplemental program and services, training/coaching for staff in supporting targeted subgroups, and increased assistance for parents/caregivers of English learners, foster youth, and low income. Since Dashboard data were not available due to the pandemic and suspension of Spring 2020 CAASPP, Sonoma Charter identified alternative metrics including STAR Math and Reading scores, ELPAC scores, and results from the Youth Truth Survey.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Our primary means of supporting unduplicated students (foster youth, English learners, and low-income) is through our Multi-tiered Systems of Student Support (MTSS) in academics, behavior, and social emotional learning. Through MTSS we focus specialized and personalized services for unduplicated pupils with enriched certificated and classified staffing. Programs and services using supplemental grant funding support the academic achievement, attendance, positive behavior, engagement needs of our most at-risk student groups: student groups with a significant achievement gap (FY, EL, low-income). Through MTSS, struggling learners are provided interventions at increasing levels of intensity to accelerate the rat e of learning. These services may include supplemental general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. MTSS is designed for use when making decisions in both general education and special education for foster youth, English learners, and low-income students, creating a well-integrated system of instruction and intervention guided by child outcome data.

Research has demonstrated that adopting prevention-based practices can reduce student problem behavior, improve academic achievement, and contribute to the establishment of a safe environment for staff and students. SCS has increased funds to support the social-emotional issues that EL, homeless, foster youth, and students experiencing poverty may exhibit in the school environment as described in Goal 3. Counseling services are provided to support students by recognizing their strengths, understanding their needs, and using the resources in the system to maximize their potential.

Additional forms of support in the 2021-22 LCAP include:

• Classroom Teaching Assistant in grade K-3 (expanded to all-day)

• Intervention Specialists (new positions)

• Student Support Coordinator (new position)

• Bilingual Community Liaison (restored position)

• School Counselor (continued position)

• Professional development (continued for all levels of staff)

2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 420,551.00	$ 488,472.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Intervention Teachers	Yes	$ 116,957	$ 136,555
1	2	After-School Intervention	Yes	$ 6,588	$ -
1	3	Teaching Assistants	Yes	$ 127,526	$ 182,406
1	4	Teacher Professional Development	Yes	$ 19,000	$ 4,191
2	1	Technology: Hardware	Yes	$ 25,000	$ 40,134
2	2	Technology: Software	Yes	$ 20,000	$ 43,751
3	1	Attendance and Welfare	Yes	$ -	$ -
3	2	School Counselor	Yes	$ 25,000	$ -
3	3	Student Services Coordinator	Yes	$ 36,918	$ 38,531
3	4	Extra-curricular Programs	No	$ 5,000	$ 5,000
4	1	Communications	No	$ 5,000	$ 4,224
4	2	Communtiy Liason	Yes	$ 33,562	$ 33,680

2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 155,350	$ 184,668	$ 230,302	$ (45,634)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Intervention Teachers	Yes	$ 78,600	$ 90,140.00	0.00%	0.00%
1	2	After-School Intervention	Yes	$ 6,588	$ -	0.00%	
1	3	Teaching Assistants	Yes	$ -	$ 52,253.00	0.00%	0.00%
1	4	Teacher Professional Development	Yes	$ 19,000	$ -	0.00%	
2	1	Technology: Hardware	Yes	$ 10,000	$ -	0.00%	
2	2	Technology: Software	Yes	$ -	$ 43,751.00	0.00%	0.00%
3	1	Attendance and Welfare	Yes	$ -	$ -	0.00%	
3	2	School Counselor	Yes	$ -	$ -	0.00%	
3	3	Student Services Coordinator	Yes	$ 36,918	$ 10,478.00	0.00%	0.00%
3	4	Extra-curricular Programs	No	$ -	$ -	0.00%	0.00%
4	1	Communications	No	$ -	$ -	0.00%	0.00%
4	2	Communtiy Liason	Yes	$ 33,562	$ 33,680.00	0.00%	0.00%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 1,601,551	$ 155,350	0.00%	9.70%	$ 230,302	0.00%	14.38%	$0.00 - No Carryover	0.00% - No Carryover

2022/23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 446,050	$ 159,433	$ 109,950	$ 67,000	782,433	$ 463,000	$ 319,433

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Student Support Coordinator	All	$ 40,000	$ -	$ -	$ -	$ 40,000
1	2	Academic Coordinator	All	$ 84,000	$ -	$ -	$ -	$ 84,000
1	3	IA to the Academic Coordinator	All	$ 31,000	$ -	$ -	$ -	$ 31,000
1	4	Teacher Professional Development	All	$ -	$ 25,000	$ -	$ -	$ 25,000
1	5	Math/Science Coach	All	$ -	$ 10,000	$ -	$ -	$ 10,000
1	6	Literacy/Reading Coach	All	$ -	$ 15,000	$ -	$ -	$ 15,000
1	7	Teacher Aides K-1	All	$ -	$ -	$ -	$ 67,000	$ 67,000
1	8	Teacher Aides 2-8	All	$ 92,000	$ -	$ -	$ -	$ 92,000
1	9	Expanded Learning	All	$ -	$ 109,433	$ -	$ -	$ 109,433
2	1	Connectivity	All	$ -	$ -	$ 48,000	$ -	$ 48,000
2	2	Software	All	$ 35,000	$ -	$ -	$ -	$ 35,000
2	3	In-house Tech Support	All	$ 36,000	$ -	$ -	$ -	$ 36,000
2	4	External Tech Support	All	$ 10,000	$ -	$ -	$ -	$ 10,000
3	1	Arts Director	All	$ 50,050	$ -	$ 26,950	$ -	$ 77,000
3	2	Materials and Supplies	All	$ -	$ -	$ 5,000	$ -	$ 5,000
3	3	Music and Performing Arts	All	$ -	$ -	$ 30,000	$ -	$ 30,000
4	1	Student's Emotional Health	All	$ 25,000	$ -	$ -	$ -	$ 25,000
5	1	Hispanic Liaison	All	$ 36,000	$ -	$ -	$ -	$ 36,000
5	2	Communications	All	$ 7,000	$ -	$ -	$ -	$ 7,000

2022/23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 1,970,661	$ 172,032	8.73%	0.00%	8.73%	$ 389,000	0.00%	19.74%	**Total:**	$ 389,000
								LEA-wide Total:	$ 389,000
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Student Support Coordinator	Yes	LEA-wide	All	Sonoma Charter	$ 40,000	0.00%
1	2	Academic Coordinator	Yes	LEA-wide	All	Sonoma Charter	$ 84,000	0.00%
1	3	IA to the Academic Coordinator	Yes	LEA-wide	All	Sonoma Charter	$ 31,000	0.00%
1	4	Teacher Professional Development	Yes	LEA-wide	All	Sonoma Charter	$ -	0.00%
1	5	Math/Science Coach	Yes	LEA-wide	All	Sonoma Charter	$ -	0.00%
1	6	Literacy/Reading Coach	Yes	LEA-wide	All	Sonoma Charter	$ -	0.00%
1	7	Teacher Aides K-1	Yes	LEA-wide	All	Sonoma Charter	$ -	0.00%
1	8	Teacher Aides 2-8	Yes	LEA-wide	All	Sonoma Charter	$ 92,000	0.00%
1	9	Expanded Learning	Yes	LEA-wide	All	Sonoma Charter	$ -	0.00%
2	1	Connectivity	Yes	LEA-wide	All	Sonoma Charter	$ -	0.00%
2	2	Software	Yes	LEA-wide	All	Sonoma Charter	$ 35,000	0.00%
2	3	In-house Tech Support	Yes	LEA-wide	All	Sonoma Charter	$ 36,000	0.00%
2	4	External Tech Support	Yes	LEA-wide	All	Sonoma Charter	$ 10,000	0.00%
3	1	Arts Director	No	LEA-wide		Sonoma Charter	$ -	0.00%
3	2	Materials and Supplies	No	LEA-wide		Sonoma Charter	$ -	0.00%
3	3	Music and Performing Arts	No	LEA-wide		Sonoma Charter	$ -	0.00%
4	1	Student's Emotional Health	Yes	LEA-wide	All	Sonoma Charter	$ 25,000	0.00%
5	1	Hispanic Liaison	Yes	LEA-wide	All	Sonoma Charter	$ 36,000	0.00%
5	2	Communications	No	LEA-wide		Sonoma Charter	$ -	0.00%